

## **1.0 BACKGROUND/STATEMENT OF PROBLEM:**

In order to help ensure that our graduates possess the skills and knowledge needed to perform their law enforcement functions safely and professionally (FLETC Goal 1), we need to:

- Establish strong partnerships with our clients and work with them to identify existing or emerging issues that may require training-based attention and solutions (FLETC Objective 1.1), and
- Ensure that training content and delivery methods address identified needs and reflect the latest thinking regarding effective training techniques (FLETC Objective 1.2).

A key requisite for the achievement of both objectives is the continual infusion of new, improved, and/or updated law enforcement training information and techniques, consistent with the evolving needs of the federal law enforcement community. FLETC does not currently have a formal process to facilitate this process.

Accordingly, FLETC Strategy 1.2.2 specifies that we:

**"Establish a process for suggesting new topics or courses and ensuring that the suggestions are evaluated for merit. Use this process to establish a prioritized list of new training program initiatives."**

This strategy is among those selected by the FLETC Strategic Management Committee (SMC) for process development and implementation over the next 18 months.

The SMC directed that a Strategy Implementation (SI) team be formed for this strategy. (There are 8 other SI Teams for other near-term strategies.) The SI Team was tasked to develop the specific plans and processes necessary to ensure successful implementation of the strategy.

## **2.0 RESPONSIBILITIES:**

### **2.1 SI Team:**

2.1.1 Meet to discuss the strategy, its context, and underlying rationale. Decide on the roles of the team members and agree on a basic operating procedure for the team.

2.1.2 If needed, meet with members of the SMC or other FLETC staff to better understand the intent of the strategy and to discern any specific implementation process preferences.

2.1.3 Develop a detailed implementation plan. Identify alternative implementation approaches, resource implications, and potential obstacles.

2.1.4 Brief the plan to the SMC, with a written document including proposed schedule for implementing tasks and activities, and a timetable for reporting progress to the SMC.

2.1.5 Develop a communication strategy to keep FLETC people apprised of what we are doing and why, who is impacted, and what will happen when.

2.1.6 Commence implementation. Issue progress updates to the SMC and FLETC people as appropriate.

2.1.7 Monitor implementation. Refine and/or adjust implementation and/or operational issues as needed to ensure success.

2.1.8 As the strategy actions near full implementation, prepare a report for the SMC, including recommendations for additional strategic and/or tactical action.

2.1.9 Declare victory and disband SI Team.

Strat122 SI Team Members:

- Ron Dempsey - RED
- Rob Gray - RED
- Cheryl Hoskins - BSD
- Mike McDade - INS
- Mike Poillucci - SSD
- Mike Robbs - DMD
- Brad Smith - TMD

**2.2 Strategic Management Council:** The strategy implementation responsibilities of the SMC include:

2.2.1 Prioritization of FLETC Strategies for near-, mid-, or long-term implementation.

2.2.2 Selection of SI Team leaders and members, and direction of SI Teams' activities.

2.2.3 Review/approval of proposed strategy implementation plans.

2.2.4 Combination and/or issuance of directions for the coordinated implementation of complementary strategies.

**2.3 Assistant Director for Training:** The Assistant Director for Training will have the following executive responsibilities:

2.3.1 Oversee implementation and execution of the directives and processes selected by the SMC for deployment of the subject strategy.

2.3.2 For recommended training program initiatives, exercise implementation and deployment authority.

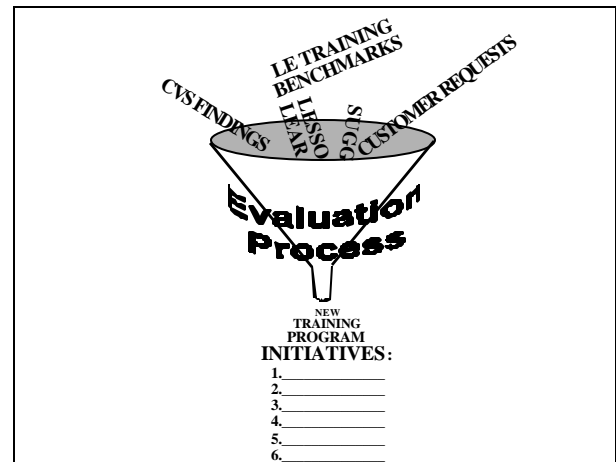
2.3.3 Monitor and evaluate the effectiveness of the directives and processes, initiate or recommend improvements to the SMC as deemed necessary.

### 3.0 PROGRAM DESIGN:

A single, overarching process will not be sufficient to adequately address the intent of this strategy. Instead, an interlocking, complementary "web" of processes will be needed on the "front end" to ensure that improvement ideas, new requirements, and new techniques are identified (**Input**).

The inputs and ideas thus gathered would then need to be subjected to a specific, formal evaluation and prioritization process, with timely feedback to the generators of the input (**Evaluation**).

Finally, some mechanisms to ensure actual incorporation of priority initiatives into FLETC's training repertoire would be needed (**Execution**).



**3.1 Input:** The sources of input for potential new training topics and/or courses are virtually limitless. However, from a formal, programmatic perspective, the following specific sources will be included:

**3.1.1 Continuous Validation System (CVS):** Since 1989, the Center has conducted validation studies of its basic training programs. Graduates and their supervisors are surveyed 6 to 18 months after graduation to determine the usefulness of our programs to our customers' on-the-job requirements and experiences. The annual scope of this work involves 2000-5000 students and 750-1000 supervisors responding to 250-300 items each. Results are analyzed and processed with the goal of validating the utility of the training program and identifying areas for improvement and/or change of emphasis. Until very recently, this process was done manually and typically took from 14 to 18 months to complete a single study. Consequently, each program was fully validated only

once every five or six years. We have now implemented an automated system (CVS) which scans survey forms on a real-time basis to enter responses into a relational database. The system performs an analysis of the data and provides graphic displays in a menu-driven software program, which is available via intranet/internet to program managers, customers, and other key stakeholders. Currently, the CVS covers our basic training programs, but will soon be in place for all programs at the FLETC. Since our programs are presented cyclically, the CVS effectively serves as a mechanism for on-going training needs analysis. Significant findings from the CVS will therefore be a key source of new topics and/or course recommendations.

**3.1.2 Suggestions/"Search for Opportunity" Program:** Successful organizations often find that the most fruitful and innovative source of program improvement or "new start" ideas is their own workforce and immediate stakeholders. Unfortunately, most formal suggestion programs are woefully inadequate and unproductive, owing primarily to complicated and untimely review and feedback processes. On the other hand, programs that stress quick feedback (and visible implementation of good ideas) tend to drive qualitative and quantitative increases in the submission of suggestions. FLETC should undertake a project to develop and implement such a program. If this is accomplished, suggestions related to new training topics and/or courses would be routed into the evaluative processes described below.

**3.1.3 Participating Organizations' Involvement:** Perhaps the most important component of a successful "strat122" approach is to devise ways and means to ensure that POs' inputs and ideas are incorporated in FLETC decision-making, both from the perspective of the solicitation and inclusion of ideas and their involvement in the evaluation and prioritization of new initiatives. Among other sources of PO input, we will include collective and specific feedback gathered via FLETC's new customer (PO) satisfaction survey process.

**3.1.4 Lessons Learned Committee (and process):** Among the standing objectives of the current committee are the creation of networks and systems to communicate pertinent information between the field and law enforcement training institutions, and to *"Become an effective tool for making positive and meaningful change to the training curricula."* Accordingly, the lessons learned process will be a regular contributor of ideas and information on potential new and/or revised training topics and courses. This will also give the Committee the action venue they need to increase their effectiveness in injecting lessons learned into FLETC curricula.

**3.1.5 Tactical Oversight Board (TOB):** The proposed process will also afford an additional action venue for that part of the TOB's responsibilities which involve recommendations for instrumental improvements and/or additions to FLETC's training repertoire. (The TOB also has a significant role in Strategy 1.2.2 evaluation processes, as outlined below in Section 5.1.2.)

3.1.6 **Benchmarking Program**: To ensure FLETC remains among the leaders in law enforcement training topics and/or processes of key importance and/or controversy, a structured FLETC benchmarking program will be developed and implemented. Appendix A is an overview of the benchmarking process.

3.1.7 **Professional Groups/Associations**: The proposed process solicits and accommodates inputs from established law enforcement and/or educational groups, such as Committees of the American Society for Training and Development (ASTD), the American Society for Law Enforcement Training (ASLET), the International Association of Chiefs of Police (IACP), and so on. It also provides a structured venue for the consideration of inputs and ideas to local groups such as the Professional Trainers Corps (PTC), Women in Federal Law Enforcement (WIFLE), etc.

3.1.8 **Law Enforcement Standards and Accreditation Activities**: Organizations established for the development, evaluation, and assurance of adherence to applicable content and/or procedural standards and techniques for law enforcement training will be periodically queried relative to the currency and efficacy of the FLETC curricula.

## **3.2 Evaluation:**

3.2.1 A specific FLETC group will be charged with the responsibility for timely technical evaluation of inputs. This evaluative entity should include representatives from the instrumental FLETC Training Divisions.

3.2.2 To the extent practicable, input will be collected and/or arranged via standard formats (see Section 5.1.1) to facilitate evaluation.

3.2.3 A set of evaluative criteria and general evaluative guidelines will be applied to develop recommendations regarding the merit and relative prioritization of inputs.

3.2.4 Where possible, input will also be identified and matched to current FLETC training doctrine and/or practice via an established training content classification or categorization schema (e.g. by cognizant FLETC work unit(s) or via an accepted technical framework or "work breakdown structure"). And to the extent possible, input will also be identified as pertaining to specific FLETC training programs, courses, and/or learning objectives.

3.2.5 Specific FLETC organization(s) will be responsible for supporting the evaluative efforts associated with the implementation of this strategy. This will include preparing the agenda for the evaluative entity, ensuring that inputs are in the appropriate format, performing analyses as necessary to determine current

topical FLETC training doctrine, conducting research as requested by the evaluators, etc.

3.2.6 The evaluation process will contain a provision for timely feedback to the source of the ideas or inputs under consideration (in those cases where the source is an individual or an organization).

### **3.3 Execution:**

3.3.1 More than one executive implementation option will be available, insofar as some of the inputs will no doubt be judged to be meritorious, but outside the scope of this strategy (i.e., not appropriate for a new training program initiative).

3.3.2 For recommended training program initiatives, implementation and deployment authority will rest with the Assistant Director for Training.

## APPENDIX A

### **Selecting Processes and/or Topics for Benchmarking:**

Benchmarking may be used to discover and/or develop best practices at the learning objective or specific teaching practice level (or applied to entire courses of instruction or training programs). Benchmarking initiatives should be selected based on the importance of the target process or technical training content to overall law enforcement training excellence and currency; and/or to continued achievement of FLETC's instrumental mission.

We should concentrate our benchmarking efforts on the most critical processes with the broadest application (and on the most controversial or rapidly changing subjects), in order to achieve the maximum benefit. Effective benchmarking must have clear linkages to FLETC's strategic plan, with a consistent focus on improving mission performance and customer satisfaction.

**The Benchmarking Process:** Benchmarking is the process of continuously measuring and comparing one's processes, products, and services to those of recognized leaders for the specific purpose of adapting innovative practices for improvement. Unlike continuous quality process improvement, which produces incremental, evolutionary changes, benchmarking has the potential to produce breakthrough improvements from outside the organization. When properly implemented, benchmarking has the following benefits: it is proactive, it generates improvement ideas that are proven, it counters the "not invented here" mentality, it increases awareness about your own processes and their capabilities, and it helps you avoid arbitrary metrics and inappropriate goal-setting.

### THE BENCHMARKING PROCESS

